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| **St. Peter’s Catholic Primary School** | **Reception**  | **Summer Term 2023** | **Teacher: L Brewster**  |

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| **Core Teaching Principles****(Pedagogy)** | **Sequencing concepts and modelling**Present new material using small steps.Provide models.Scaffolding. | **Questioning**Ask a range of open and differentiated questions to explore and extend understandingand reasoning skills. Targeted questioning | **Reviewing**Revisit prior learning.Build on prior knowledge and experience. | **Stages of practice**Whole class/shared.Guided practiceIndependent practice. | **Collaborative learning**Learning partnersGroup/ partner tasks | **Communication**OracySpeaking and listening activitiesExplicit teaching of vocabularyModelling by adults | **Active****Participation**No hands up | **Metacognition**Reflection of learning strategies that help them as a learnerModelling/Think aloud by adults |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS:****INVESTIGATE (UNDERSTANDING THE WORLD – SCIENCE)****How can we explore nature around us?****Plants & Growing** What do plants need to grow?What part of a plant is this and what does it do?What type of plant is this?Where can we find plants?Are plants the same everywhere?**Minibeasts**Can you name the minibeast?What do they eat?Where do they live?Can they fly? Do they have legs?How do they reproduce?**Seasons**What is the weather like?What can I see outside? How is it changing?What is happening to the plants and animals? |  | **MATHEMATICS – WHITE ROSE HUB** |
| **Writing** LB**Core text 1: Dear Earth**Purpose: Creating information booklets about our Earth Audience: All children for our school library Writing simple phrases/ sentences, forming letters correctly, using finger spaces **Core text 2: Bloom**Purpose: Creating seed packets to grow our own flowers Audience: Our families at home Writing instructions to plant and care for a seed.Writing simple phrases and sentences using capital letters, full stops and finger spaces. Forming letters correctly, sitting on the line. Exploring adjectives. | **SPRING BLOCK 3: Building 9 & 10*** **Measure:** Spacial awareness
* **Measure:** Patterns

**SUMMER BLOCK 1: To 20 and beyond*** **Number:** Build numbers beyond 10
* **Number:** Count patterns beyond 10
* **Measure:** Spacial reasoning 1
* **Measure:** Match, rotate, manipulate

**SUMMER BLOCK 2: First, then, now*** **Number:** Adding more
* **Number:** Taking away
* **Number:** Making pairs
* **Measure:** Spacial reasoning 2
* **Measure:** Compose and decompose
* **SUMMER BLOCK 3: Building 9 & 10**
* **Number:** Doubling
* **Number:** Sharing and grouping
* **Number:** Even and odd
* **Measure:** Spacial reasoning 3
* **Measure:** Visualise and build

p.t.o* **SUMMER BLOCK 4: On the move**
* **Number:** Deepening understanding
* **Number:** Patterns and relationships
* **Measure:** Spacial mapping
* **Measure:** Mapping
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| **Phonics** LB DJ5x daily Little Wandle phonics sessions per week (4x new GPC lessons, 1x review lesson) |
| **Reading** LB3x Little Wandle reading sessions per week |

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| **GEOGRAPHY** LB**(UNDERSTANDING THE WORLD: PEOPLE, CULTURE AND COMMUNITIES)** |  | **SCIENCE** DJ**(UNDERSTANDING THE WORLD: THE NATURAL WORLD)** |  | **RE** DJSee separate RE plan for more detail (DJ) |
| * Name and describe people who are familiar to them.
* Understand that some places are special to members of their community.
* Draw information from a simple map.
* Recognise some similarities and differences between life in this country and life in other countries.
* Explore the natural world around them.
* Recognise some environments that are different to the one in which they live.
 | **Seasonal changes**  * Spring
* Summer

See separate MTP for more detail (DJ)**Natural World** Describe what they see, hear and feel whilst outside.  | **TOPIC 1: GOOD NEWS**Passing on the Good News of Jesus; **TOPIC 2: FRIENDS** Friends of Jesus; **TOPIC 3: OUR WORLD** God’s wonderful world**MULTIFAITH: Islam** Prayer mats  |
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| **HISTORY** LB**(UNDERSTANDING THE WORLD: PAST AND PRESENT)** |  | **ART and DESIGN TECHNOLOGY** LB |  | **PE** LB |
| **Past and Present:** * Talk about the lives of people around them and their roles in society.
* Similarities and differences between things in the past and now
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
 | **Drawing:** Observational drawings **Printing:** Using natural objects to print **Painting:** Petals/ leaves (Katerina Apale inspired)**Sculpture:** Making and decorating salt dough minibeast  | Outdoor provision – continuous GymDance Ball skills  |
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| **COMPUTING** LB |  | **PSHE / RSE (Ten Ten)** LB |  | **MUSIC** LB - Charanga |
| Within the revised EYFS statutory framework, **the Technology strand within Understanding the World has been removed**. However, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum.**UNIT 1:** Technology all around us **UNIT 2:** Digital art  | **UNIT 2: Me, My Body, My Health**You are Unique**UNIT 3: Emotional Well-Being** Feelings, likes and needs **UNIT 4: Life Cycles** Growing up  | **SUMMER 1: Big Bear Funk****SUMMER 2: Reflect, Rewind and Replay** |